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ABSTRACT

These skill standards for the information technology end user applications cluster are intended to be a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. An introduction provides the Illinois perspective; Illinois Occupational Skill Standards and Credentialing Council requirements for occupational skill standards; sample format; occupational earnings and employment information; assumptions for these specific skill standards; and performance skill levels. The 36 skill standards are categorized into these 8 performance areas: general/multiapplications; word processing; spreadsheet; database; presentation; desktop information management; Internet/intranet; and electronic file management. Components of each skill standard are performance area; skill standard, including conditions of performance, work to be performed, and performance criteria; performance elements; and performance assessment criteria, with a listing of required testing, certification, and/or licensing; product; and process. Appendixes include a cluster-specific glossary; glossary; and listing of workplace skills. (YLB)

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ED 475 451

# ILLINOIS

## OCCUPATIONAL SKILL STANDARDS

# INFORMATION TECHNOLOGY END USER APPLICATIONS CLUSTER

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CE 078 820

# ILLINOIS OCCUPATIONAL SKILL STANDARDS
# INFORMATION TECHNOLOGY END USER APPLICATIONS CLUSTER

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# ILLINOIS OCCUPATIONAL SKILL STANDARDS

# INFORMATION TECHNOLOGY END USER APPLICATIONS CLUSTER

Endorsed for Illinois
by the
Illinois Occupational Skill Standards
and Credentialing Council

## A MESSAGE FROM THE ILLINOIS OCCUPATIONAL SKILL STANDARDS AND CREDENTIALING COUNCIL

Preparing youth and adults to enter the workforce and to be able to contribute to society throughout their lives is critical to the economy of Illinois. Public and private interest in establishing national and state systems of industry-driven skill standards and credentials is growing in the United States, especially for occupations that require less than a four-year college degree. This interest stems from the understanding that the United States will increasingly compete internationally and the need to increase the skills and productivity of the front-line workforce. The major purpose of skill standards is to promote education and training investment and ensure that this education and training enables students and workers to meet industry standards that are benchmarked to our major international competitors.

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) has been working with industry subcouncils, the Illinois State Board of Education and other partnering agencies to adopt, adapt and/or develop skill standards for high-demand occupations. Skill standards products are being developed for a myriad of industries, occupational clusters and occupations. This document represents the collaborative effort of the Business and Administrative Services Subcouncil and the Information Technology End User Applications Cluster Standards Development Committee.

These skill standards will serve as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These standards will also serve as a mechanism for communication among education, business, industry and labor.

We encourage you to review these standards and share your comments. This effort has involved a great many people from business, industry and labor. Comments regarding their usefulness in curriculum and assessment design, as well as your needs for in-service and technical assistance in their implementation are critical to our efforts to move forward and improve the documents.

Questions concerning this document may be directed to:

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We look forward to your comments.

Sincerely,

The Members of the IOSSCC

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**This skill applies primarily to word processing and spreadsheet applications.*

## THE ILLINOIS PERSPECTIVE

The Occupational Skill Standards Act (PA 87-1210) established the nine-member Illinois Occupational Skill Standards and Credentialing Council (IOSSCC). Members of the IOSSCC represent business, industry and labor and are appointed by the Governor or State Superintendent of Education. The IOSSCC, working with the Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Employment Security and Illinois Department of Commerce and Community Affairs, has created a common vision for workforce development in Illinois.

### VISION

**It is the vision of the IOSSCC to add value to Illinois' education and workforce development system by developing and supporting the implementation of a statewide system of industry defined and recognized skill standards and credentials for all major skilled occupations that provide strong employment and earnings opportunities.**

The IOSSCC endorses occupational skill standards and credentialing systems for occupations that

- require basic workplace skills and technical training,
- provide a large number of jobs with either moderate or high earnings, and
- provide career advancement opportunities to related occupations with moderate or high earnings.

### Subcouncils and Standards Development Committees

Under the direction of the IOSSCC, and in cooperation with industry organizations and associations, industry subcouncils have been formed to review, approve and promote occupational skill standards and credentialing systems. The industry subcouncils are: Agriculture and Natural Resources; Applied Science and Engineering;* Business and Administrative Services; Communications; Construction;* Education and Training Services;* Energy and Utilities; Financial Services; Health and Social Services; Hospitality; Legal and Protective Services;* Manufacturing; Marketing and Retail Trade; and Transportation, Distribution and Logistics. (*Indicates subcouncils identified for future development.)

Standards development committees are composed of business, labor and education representatives who are experts in the related occupational cluster. They work with the product developer to

- develop or validate occupational skill standards,
- identify related academic skills,
- develop or review assessment or credentialing approaches, and
- recommend endorsement of the standards and credentialing system to the industry subcouncil.

### Expected Benefits

The intent of skill standards and credentialing systems is to promote investment in education and training and ensure that students and workers are trained to meet industry standards that are benchmarked to the state's major international competitors. Skill standards and credentialing systems have major benefits that impact students and workers, employers and educators in Illinois.

#### Student and Worker Benefits

- Help workers make better decisions about the training they need to advance their careers
- Allow workers to communicate more effectively to employers what they know and can do
- Improve long-term employability by helping workers move more easily among work roles
- Enable workers to help their children make effective academic and career and technical decisions

**Employer Benefits**

- Focus the investment in training and reduce training costs
- Boost quality and productivity and create a more flexible workforce
- Improve employee retention
- Improve supplier performance
- Enlarge the pool of skilled workers

**Educator Benefits**

- Keep abreast of a rapidly changing workplace
- Contribute to curriculum and program development
- Provide students with better career advice
- Strengthen the relationship between schools and local businesses
- Communicate with parents because educators have up-to-date information about industry needs

The IOSSCC is currently working with the Illinois State Board of Education and other state agencies to integrate the occupational standards with the Illinois Learning Standards which describe what students should know and be able to do as a result of their education. The IOSSCC is also working to integrate workplace skills—problem solving, critical thinking, teamwork, etc.—with both the Illinois Learning Standards and the Illinois Occupational Skill Standards.

## IOSSCC Requirements for Occupational Skill Standards

Illinois Occupational Skill Standards define what an individual should know and the expected level of performance required in an occupational setting. The standards focus on the most critical work performances for an occupation or occupational area.

### Endorsed Occupations

Any occupational skill standards and credentialing system seeking IOSSCC endorsement must

- represent an occupation or occupational cluster that meets the criteria for IOSSCC endorsement, including economic development, earnings potential and job outlook;
- address both content and performance standards for critical work functions and activities for an occupation or occupational area;
- ensure formal validation and endorsement by a representative group of employers and workers within an industry;
- provide for review, modification and revalidation by an industry group a minimum of once every five years;
- award credentials based on assessment approaches that are supported and endorsed by the industry and consistent with nationally recognized guidelines for validity and reliability;
- provide widespread access and information to the general public in Illinois; and
- include marketing and promotion by the industry in cooperation with the partner state agencies.

### Recognized Occupations

Occupations that do not meet the earnings criteria for IOSSCC endorsement but are part of an occupational cluster that is being developed may be presented for recognition by the IOSSCC. IOSSCC members encourage individuals to pursue occupational opportunities identified as endorsed occupations. Examples of occupations that do not meet the endorsement criteria, but have been recognized by the IOSSCC are Certified Nurse Assistant and Physical Therapy Aide.

### Skill Standards Components

Illinois Occupational Skill Standards must contain the following components:

- Performance Area
- Performance Skill
- Skill Standard
- Performance Elements
- Performance Assessment Criteria

The IOSSCC further identified three components (*Conditions of Performance, Work to be Performed and Performance Criteria)* of the Skill Standard component as critical work functions for an occupation or industry/occupational area. The sample format for Illinois Occupational Skill Standards on the following page provides a description of each component of an occupational skill standard.

The sample format also illustrates the coding at the top of each page identifying the state, fiscal year in which standards were endorsed, subcouncil abbreviation, cluster abbreviation and standard number. For example, the twenty-fifth skill standard in the Information Technology End User Applications Cluster, which has been developed by the Business and Administrative Services Subcouncil, would carry the following coding: IL.03.BAS.IT/EUA.25.

**SUMMARY OF WORK TO BE PERFORMED. SUMMARY IS BRIEF AND BEGINS WITH AN ACTION VERB.**

IL.FY.SUBCOUNCIL. CLUSTER. STANDARD NO.

**PERFORMANCE AREA**

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

A comprehensive listing of the information, tools, equipment and other resources provided to the person(s) performing the work.

### WORK TO BE PERFORMED

An overview of the work to be performed in demonstrating the performance skill standard. This overview should address the major components of the performance. The detailed elements or steps of the performance are listed under "Performance Elements."

### PERFORMANCE CRITERIA

The assessment criteria used to evaluate whether the performance meets the standard. Performance criteria specify product/outcome characteristics (e.g., accuracy levels, appearance, results, etc.) and process or procedure requirements (e.g., safety requirements, time requirements, etc.).

## PERFORMANCE ELEMENTS

Description of the major elements or steps of the overall performance and any special assessment criteria associated with each element.

## PERFORMANCE ASSESSMENT CRITERIA

Listing of required testing, certification and/or licensing.

Product and process used to evaluate the performance of the standard.

### PRODUCT

Description of the product resulting from the performance of the skill standard.

### PROCESS

Listing of steps from the Performance Elements which must be performed or the required order or performance for meeting the standard.

# OCCUPATIONAL EARNINGS AND EMPLOYMENT INFORMATION INFORMATION TECHNOLOGY END USER APPLICATIONS[1] CLUSTER.

## I. Developmental Process and Occupational Definitions

### A. Developmental Process

After reviewing the current labor market information, the Business and Administrative Services Subcouncil recommended that information technology end user applications[1] be an occupational area for which performance skill standards would be developed. This cluster meets the criteria established by the Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) for performance skill standard development, education and training requirements, employment opportunities, earnings potential and career opportunities. A product developer knowledgeable about information technology end user applications began the process of performance skill identification. The product developer prepared an outline and framework designed to address the major skills expected in the workplace. The framework addresses skill requirements common to companies who utilize information technology end user applications skills.

The subcouncil recommended that the final skill standards product be presented to the IOSSCC. The IOSSCC reviewed the skill standards and met with the product developer, state liaison and chair of the subcouncil. Based on the review, the IOSSCC voted to endorse the information technology end user applications skill standards.

#### 1. Resources

Common and accepted references provided reinforcement for the direction given in the occupational framework. Those references included a broad sampling of job descriptions from various industries, Microsoft Office User Specialist (MOUS) certification skill requirements and high school and college information processing textbooks.

#### 2. Standards Development Committee

A standards development committee (SDC) composed of experienced business professionals who perform information technology end user applications skills as part of their daily work was convened. The framework, initial outline, matrix and draft skill standards were presented to the SDC for review, revision, adjustment and validation. At a third and final meeting, educators joined the SDC to review the skill standards for consistency in terminology and to review the assessment criteria for content.

### B. Occupational Definitions

Information technology end user applications skills are used to perform workplace tasks using the following applications: word processing, spreadsheet, database, presentation, desktop information management, and internet/intranet. They are a common requirement throughout all types of business and industry and in almost every occupation from entry level work to top management.

[1]The previous version of these skill standards is the *Information Processing Cluster, March 1997.* The latest advancements in technology and changes in employment trends have been incorporated into this edition of *Information Technology End User Applications.* This edition has also been reviewed and endorsed by the Business and Administrative Services Subcouncil and the IOSSCC.

## II. Employment and Earnings Opportunities

### A. Education and Training Requirements

Education in information technology end user applications skills begins in grade school and junior high/middle school and continues into high school and career and technical education schools. Many high schools require computer literacy as a graduation requirement. Community colleges offer courses leading to an entry level certificate as well as an associate degree in information processing. Employees receive on-the-job training to use specific software-related end user applications skills or to improve basic skills. Training is also available from private computer training companies. Courses can range from a few hours to several weeks and can be offered via classroom instruction or electronically.

### B. Employment Opportunities

Information technology end user applications skills are required for employment in many career areas and at all levels of employment. Therefore, employment opportunities for employees with these skills are abundant. As technology continues to evolve, the need for current information technology end user applications skills will increase.

### C. Earnings Opportunities

Normally earnings opportunities and wage information are provided for the occupations listed within a skill standards cluster. The IOSSCC identified information technology end user applications skills as critical for all levels of employment within business and industry. The IOSSCC determined that to identify a select group of occupations and report earnings opportunities for only those occupations would devalue the importance of these skills to all individuals employed or seeking employment in today's workplace. The skills identified in this cluster are critical to obtaining and maintaining employment in the 21st century for positions ranging from entry level to top management and administration.

## III. Assessment and Credentialing Systems

The IOSSCC recognizes that industry commitment for third-party assessment is beneficial and requests that each SDC and/or subcouncil identifies the most beneficial method for assessing the standards.

Microsoft Corporation has developed international skill standards related to information technology end user applications entitled Microsoft Office User Specialist (MOUS) Certification. Numerous books and training materials are available to prepare individuals for these certification exams that are administered at Microsoft authorized testing centers located worldwide. These software-specific certification standards were developed in conjunction with subject matter experts from various types of companies around the world.

Although vendor-specific certification such as MOUS is not listed as a requirement for most job titles, employers recognize and support prospective employees possessing this international computer credential. In addition, portfolio assessment illustrating information technology end user applications skills is beneficial for many types of employment positions.

## IV. Industry Support and Commitment

The primary areas currently identified for industry support and commitment of occupational skill standards are development, updating and marketing. Business and industry partners may identify future uses of occupational skill standards such as credentialing/certification, career development of employees and development of specifications for outsource training programs.

## A. Industry Commitment for Development and Updating

1. The development of skill standards for information technology end user applications is the direct result of efforts by the Business and Administrative Services Subcouncil and the SDC. Names of persons serving on the subcouncil and SDC are located in the appendices.

2. In developing the products, the following steps were completed:

   a. Review of resources
   b. Development of a draft matrix of performance standards
   c. Development of performance standards that were identified on the matrix
   d. Convening of the SDC
   e. Review, validation and approval of skill standards by the SDC
   f. Review and approval of standards by the subcouncil
   g. Endorsement of skill standards by the IOSSCC

## B. Industry Commitment for Marketing

The Business and Administrative Services Subcouncil is committed to marketing and obtaining support and endorsement from the leading industry associations impacted by the skill standards. Upon recognition/endorsement of the standards by the IOSSCC, the subcouncil strongly recommends that professional trade groups, academic groups, etc. develop and provide an in-service/seminar package to promote skill standard awareness and to obtain full industry support and commitment for the development of a full industry marketing plan.

The Business and Administrative Services Subcouncil encourages the availability of skill standards to the public including learners, parents, workers, educators at all levels, employers and industry personnel.

## ASSUMPTIONS FOR INFORMATION TECHNOLOGY END USER APPLICATIONS SKILL STANDARDS

**Skill standards assume that individuals have received education and/or training in a setting such as a secondary, postsecondary and/or apprenticeship/on-the-job training program and have the background knowledge necessary for performing the skill standards contained in this publication. The education and/or training includes instruction for the proper handling and operation of materials, tools and equipment required for performing the skills, including the purpose of use, when to use, how to use and any related safety issues. The instructional/training program must adhere to all local, state and federal licensing and/or certification requirements as set by law, if applicable.**

**The Information Technology End User Applications Standards Development Committee developed these skill standards based on the following assumptions:**

1. Workplace skills (employability skills) are expected of the individual. Socialization skills needed for work are related to lifelong career experience and are not solely a part of the initial schooling process. These are not included with this set of statements.
2. Specific policies and procedures of the work site will be made known to the individual and will be followed.
3. Time elements outlined for the skill standards result from the experience and consideration of the panel of experts who made up the standards development committee. Time estimates are based on the experiences of individuals who perform these skills as a regular part of their ongoing job requirements.
4. Several variables affect the time required to complete each skill. The examples provided are only a guide and the times stated are estimates.
5. Skills will progress from simple to complex. Once a skill has been successfully performed, it will be incorporated into more complex skills.
6. Skill standards describe the skill only and do not detail the background knowledge or theory related to the particular skill base. Although the skill standard enumerates steps to successful demonstration, rote approaches to the outcomes are not prescribed.
7. Skill standards are selected because they meet workplace needs and are designed to meet professional standards of practice.
8. Skill standards do not replace, supersede or substitute for procedure manuals.
9. Skill standards do not supersede or take the place of industry certification or graduation from an accredited program of study.
10. Skill standards are written for Windows-based computer systems.
11. Individuals have received and reviewed instructions on all work to be performed in a given project before beginning any portion of it.
12. Individuals possess keyboarding skills as well as basic computer literacy.

# CREATE DOCUMENT USING TEMPLATE.

IL.03.BAS.IT/EUA.1

GENERAL/MULTIAPPLICATIONS

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Create document using template.

### PERFORMANCE CRITERIA

Document is created using template according to instructions and company policy and procedures.

Document is error free.

Time required to complete the skill varies depending on type of template.

Example: A fax cover sheet is created from template within ten minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access appropriate software.
3. Create new document and specify template as instructed.
4. Enter text where necessary.
5. Save document per instructions.
6. Spell check and proofread document.
7. Print preview document and make necessary revisions.
8. Save document per instructions.
9. Close file.
10. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Document is created using template.

### PROCESS

All performance elements for creating document using template are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Customize personal software settings.

### PERFORMANCE CRITERIA

Personal software settings are customized according to instructions and company policy and procedures.

Time required to complete the skill varies depending on extent and complexity of software settings changes.

Example: One command tool is added to a toolbar within five minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access appropriate software.
3. Access personal software settings dialog box.
4. Change desired software setting as instructed.
5. Verify that software setting has taken effect; exit application and restart if necessary.
6. Repeat if necessary until all desired changes take effect.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Personal software settings are customized.

### PROCESS

All performance elements for customizing personal software settings are critical and must be performed in sequence.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Create macros.

### PERFORMANCE CRITERIA

Macro is created according to instructions and company policy and procedures.

Macro runs error free.

Time required to complete the skill varies depending on complexity of the macro created.

Example: A macro to print one page of a document is created within five minutes.

## PERFORMANCE ELEMENTS

Note: This skill applies primarily to word processing and spreadsheet applications.

1. Review instructions.
2. Access appropriate software.
3. Open a new document window or appropriate file.
4. Access dialog box to record macro.
5. Choose template or document in which to store macro.
6. Provide a name for the macro.
7. Perform desired keystrokes to create macro.
8. Stop macro recording.
9. Test macro.
10. Edit macro if necessary until macro executes as instructed.
11. Save document per instructions.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Macro is created.

### PROCESS

All performance elements for creating a macro are critical and must be performed in sequence.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Data/documents
Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Integrate data/documents between applications.

### PERFORMANCE CRITERIA

Data/documents are integrated between applications according to instructions and company policy and procedures.

Data/documents are error free.

Time required to complete the skill varies depending on type and complexity of integration.

Example: A spreadsheet table or chart is integrated with a word processing report within five minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access appropriate software.
3. Start or switch to other applications for integration.
4. Use keystrokes or mouse to highlight items(s) to import or export.
   a. Use "Import" command to bring in data from other applications.
   b. Use "Export" command to send data to other applications.
5. Save document per instructions.
6. Spell check and proofread document.
7. Print preview document and make necessary revisions.
8. Save document per instructions.
9. Close file.
10. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Data/documents are integrated between applications.

### PROCESS

All performance elements for integrating data/documents between applications are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

- Edits
- Document
- Instructions
- Reference materials and/or online resources
- Computer/printer
- Appropriate software
- Company policy and procedures

### WORK TO BE PERFORMED

Edit text in document.

### PERFORMANCE CRITERIA

Text is revised according to edit copy, instructions and company policy and procedures.

Revised document is error free.

Time required to complete the skill varies depending on length of document and complexity of edits.

Example: A one-page document with 3-5 text edits is revised within ten minutes.

## PERFORMANCE ELEMENTS

1. Review instructions and text edits.
2. Access word processing software.
3. Open document.
4. Perform the following functions as needed.
   a. Insert, delete and move text.
   b. Correct spelling and grammar.
   c. Undo, redo or repeat an action.
   d. Copy text formatting.
   e. Change font type, style and size.
   f. Highlight text.
   g. Insert symbols.
   h. Find and replace text.
5. Save document per instructions.
6. Proofread document.
7. Print preview document and make necessary revisions.
8. Save document per instructions.
9. Close file.
10. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Text is edited.

### PROCESS

All performance elements for editing text in document are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# FORMAT PARAGRAPHS IN DOCUMENT.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

- Edits
- Document
- Instructions
- Reference materials and/or online resources
- Computer/printer
- Appropriate software
- Company policy and procedures

### WORK TO BE PERFORMED

Format paragraphs in document.

### PERFORMANCE CRITERIA

Paragraphs are formatted according to edit copy, instructions and company policy and procedures.

Revised document is error free.

Time required to complete the skill varies depending on length of document and complexity of paragraph formats.

Example: A one-page document with 3-5 paragraph formatting edits is revised within 15 minutes.

## PERFORMANCE ELEMENTS

1. Review instructions and paragraph edits.
2. Access word processing software.
3. Open document.
4. Perform the following functions as needed.
   a. Align text.
   b. Add bullets and/or numbers.
   c. Set line and paragraph spacing.
   d. Add paragraph borders and shading.
   e. Set tabs and use indentations.
   f. Use outlining tools.
   g. Control end-of-page text flow.
   h. Sort lists.
5. Save document per instructions.
6. Spell check and proofread document.

7. Print preview document and make necessary revisions.
8. Save document per instructions.
9. Close file.
10. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Paragraphs in document are formatted.

### PROCESS

All performance elements for formatting paragraphs in document are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# CREATE NEW DOCUMENT.



## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Create new document.

### PERFORMANCE CRITERIA

New document is created according to instructions and company policy and procedures.

Document is error free.

Time required to complete the skill varies depending on length of document and complexity of document formatting.

Example: A two-page document with 3-5 document formatting instructions is created within 30 minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access word processing software.
3. Open new document window.
4. Enter text as instructed.
5. Perform the following functions as needed.
   a. Set margins.
   b. Change page orientation.
   c. Insert page breaks.
   d. Change document views.
   e. Insert page numbers.
   f. Insert headers and footers.
   g. Align text vertically.
   h. Use newspaper columns.
   i. Use styles.
   j. Create section formatting.
   k. Create page borders.
   l. Create watermarks.
   m. Use footnotes/endnotes.
6. Save document per instructions.

7. Spell check and proofread document.
8. Print preview document and make necessary revisions.
9. Save document per instructions.
10. Close file.
11. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

New document is created.

### PROCESS

All performance elements for creating a new document are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# FORMAT MULTIPLE-PAGE DOCUMENT.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

- Formatting changes
- Document
- Instructions
- Reference materials and/or online resources
- Computer/printer
- Appropriate software
- Company policy and procedures

### WORK TO BE PERFORMED

Format multiple-page document.

### PERFORMANCE CRITERIA

Multiple-page document is formatted according to formatting changes, instructions and company policy and procedures.

Revised document is error free.

Time required to complete the skill varies depending on length of document and complexity of document format changes.

Example: A ten-page document with 3-5 formatting changes is completed within 60 minutes.

## PERFORMANCE ELEMENTS

1. Review instructions and formatting changes.
2. Access word processing software.
3. Open document.
4. Perform the following functions as needed.
   a. Create table of contents.
   b. Create index.
   c. Create cross reference.
   d. Create master document.
   e. Use bookmarks.
   f. Create hyperlinks.
5. Save document per instructions.
6. Spell check and proofread document.
7. Print preview document and make necessary revisions.
8. Save document per instructions.
9. Close file.
10. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Multiple-page document is formatted.

### PROCESS

All performance elements for formatting multiple-page document are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# CREATE MAIL MERGE DOCUMENT.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

- Instructions
- Data
- Form
- Reference materials and/or online resources
- Computer/printer
- Appropriate software
- Company policy and procedures

### WORK TO BE PERFORMED

Create mail merge document.

### PERFORMANCE CRITERIA

Mail merge document is created according to instructions and company policy and procedures.

Mail merge document is error free.

Time required to complete the skill varies depending on type and size of mail merge.

Example: A one-page document is created and merged with data source within 20 minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access word processing software.
3. Create new or open main document and save.
4. Spell check and proofread main document.
5. Print preview document and make necessary revisions.
6. Save document per instructions.
7. Access data source.
8. Activate "mail merge" feature to create new document.
9. Save document per instructions.
10. Print preview, proofread and make necessary revisions to document.
11. Save document per instructions.
12. Close file.
13. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Mail merge document is created.

### PROCESS

All performance elements for creating mail merge document are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# INSERT TABLE INTO DOCUMENT.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software

### WORK TO BE PERFORMED

Insert table into document.

### PERFORMANCE CRITERIA

Table is inserted into document according to instructions and company policy and procedures.

Table is inserted without error.

Time required to complete the skill varies depending on length of table and complexity of formatting.

Example: A five-row by five-column table with 3-5 formatting instructions is inserted into document within 30 minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access word processing software.
3. Create table in document.
4. Insert table text.
5. Perform the following functions as needed.
   a. Add borders and shading.
   b. Perform table calculations.
   c. Sort table.
   d. Edit table structure.
   e. Insert spreadsheet data.
6. Save document per instructions.
7. Spell check and proofread document.
8. Print preview document and make necessary revisions.
9. Save document per instructions.
10. Close file.
11. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Table is inserted into document.

### PROCESS

All performance elements for inserting a table into document are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Document
Instructions
Graphics object (e.g., charts, clip art, drawings)
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Create/insert graphics object in document.

### PERFORMANCE CRITERIA

Graphics object is created/inserted in document according to instructions and company policy and procedures.

Graphics object is created/inserted in document without error.

Time required to complete the skill varies depending on complexity of graphics object.

Example: A graphics object is created/inserted in document within five minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access word processing software.
3. Open or create new document.
4. Perform the following functions as needed.
   a. Create graphics object.
   b. Move, size or edit graphics object as instructed.
   c. Use "insert" function to insert graphics object in document.
5. Format text per instructions.
6. Save document per instructions.
7. Spell check and proofread document.
8. Print preview document and make necessary revisions.
9. Save document per instructions.
10. Close file.
11. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Graphics object is created/inserted in document.

### PROCESS

All performance elements for creating/inserting graphics object in document are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# USE COLLABORATION TOOLS IN DOCUMENT.



## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Document
Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Use collaboration tools in document.

### PERFORMANCE CRITERIA

Collaboration tools are used in document according to instructions and company policy and procedures.

Document is error free.

Time required to complete the skill varies depending on extent and complexity of collaboration.

Example: Tracking changes in a ten-page document with 3-5 editorial comments is performed within 20 minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access word processing software.
3. Open document.
4. Identify potential changes/revisions.
5. Use the following collaboration tools as needed.
   a. Insert comments.
   b. Create multiple versions of document.
   c. Track changes.
   d. Accept/reject changes.
6. Save document per instructions.
7. Spell check and proofread document.
8. Print preview document and make necessary revisions.
9. Save document per instructions.
10. Close file.
11. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Collaboration tools are used in document.

### PROCESS

All performance elements for using collaboration tools in document are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Edits
Workbook
Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Edit cells in workbook.

### PERFORMANCE CRITERIA

Workbook cells are revised according to edits, instructions and company policy and procedures.

Revised document is error free.

Time required to complete the skill varies depending on length of workbook and complexity of edits.

Example: A workbook with 3-5 cell edits is revised within ten minutes.

## PERFORMANCE ELEMENTS

1. Review edits.
2. Access spreadsheet software.
3. Open workbook.
4. Perform the following functions as needed.
   a. Enter text, dates and numbers.
   b. Undo, redo and repeat commands.
   c. Edit cell content.
   d. Clear cell content.
   e. Create series (e.g., months, days of week, etc.).
   f. Insert/delete cells.
   g. Create hyperlinks.
   h. Cut, copy and paste cells.
   i. Merge cells.
   j. Use "find/replace" function.
5. Save document per instructions.
6. Spell check and proofread document.

7. Print preview document and make necessary revisions.
8. Save document per instructions.
9. Close file.
10. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Cells in workbook are edited.

### PROCESS

All performance elements for editing cells in workbook are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# CREATE NEW WORKSHEET.



## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Create new worksheet.

### PERFORMANCE CRITERIA

New worksheet is created according to instructions and company policy and procedures.

New worksheet is error free.

Time required to complete the skill varies depending on size and complexity of worksheet.

Example: A five-column by five-row worksheet with 3-5 formatting instructions is created within ten minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access spreadsheet software.
3. Open new document window.
4. Enter data.
5. Perform the following functions as needed.
   a. Apply font styles.
   b. Apply number format.
   c. Modify size of rows and columns.
   d. Copy and paste cells.
   e. Use automatic format feature.
   f. Apply borders and shading.
   g. Rotate text.
   h. Change orientation.
   i. Change margins.
   j. Insert page break.
   k. Insert headers and footers.
   l. Insert/delete rows and columns.

m. Hide/unhide rows and columns.
n. Freeze/unfreeze rows and columns.
o. Rename worksheet.
p. Insert/delete worksheet.
q. Use templates.

6. Save document per instructions.
7. Spell check and proofread document.
8. Print preview document and make necessary revisions.
9. Save document per instructions.
10. Close file.
11. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

New worksheet is created..

### PROCESS

All performance elements for creating new worksheet are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# ORGANIZE WORKBOOK DATA BY SORTING.

IL.03.BAS.IT/EUA.15

**SPREADSHEET**

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

- Workbook
- Instructions
- Reference materials and/or online resources
- Computer/printer
- Appropriate software
- Company policy and procedures

### WORK TO BE PERFORMED

Organize workbook data by sorting.

### PERFORMANCE CRITERIA

Workbook data is organized by sorting according to instructions and company policy and procedures.

Organized workbook data is error free.

Time required to complete the skill varies depending on size of workbook and complexity of organization.

Example: Data in a five-column by five-row worksheet is sorted within five minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access spreadsheet software.
3. Open workbook.
4. Perform the following functions as needed.
   a. Sort data.
   b. Create named range.
   c. Query database.
   d. Apply filters.
5. Save document per instructions.
6. Spell check and proofread document.
7. Print preview document and make necessary revisions.
8. Save document per instructions.
9. Close file.
10. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Workbook data is organized by sorting.

### PROCESS

All performance elements for organizing workbook data by sorting are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# CREATE FORMULAS IN NEW WORKBOOK.



## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Create formulas in new workbook.

### PERFORMANCE CRITERIA

Formulas are created in new workbook according to instructions and company policy and procedures.

Formulas are error free.

Time required to complete the skill varies depending on length of workbook and complexity of formulas.

Example: Three to five formulas are created in a five-column by five-row workbook within ten minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access spreadsheet software.
3. Open new document window.
4. Key data.
5. Perform the following functions as needed.
   a. Enter formula and cell ranges.
   b. Use formula bar to insert function.
   c. Use absolute and relative references.
   d. Use "SUM" tool.
   e. Apply conditional formulas.
   f. Use "subtotaling" function.
6. Save document per instructions.
7. Spell check and proofread document.
8. Print preview document and make necessary revisions.
9. Save document per instructions.
10. Close file.
11. Distribute final document as directed. Review instructions.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Formulas are created in new workbook.

### PROCESS

All performance elements for creating formulas in new workbook are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# CREATE/INSERT GRAPHICS OBJECT IN WORKBOOK.



## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Graphics object (e.g., charts, clip art, drawings)
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Create/insert graphics object in workbook.

### PERFORMANCE CRITERIA

Graphics object is created/inserted in workbook according to instructions and company policy and procedures.

Graphics object is created/inserted without error.

Time required to complete the skill varies depending on length of workbook and complexity of graphics object.

Example: A chart is created/inserted in a five-column by five-row worksheet within 20 minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access spreadsheet software.
3. Open new document window.
4. Key workbook data as instructed.
5. Perform the following functions as needed.
   a. Create graphics object.
      1) Select data area to be used for chart.
      2) Choose type of chart.
      3) Enter data range.
      4) Enter legend if needed.
      5) Enter chart location.
   b. Move, size or edit graphics object as instructed.
   c. Use "insert" function to insert graphics object in workbook.
6. Save document per instructions.
7. Spell check and proofread document.
8. Print preview document and make necessary revisions.

9. Save document per instructions.
10. Close file.
11. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Graphics object is created/inserted in workbook.

### PROCESS

All performance elements for creating/inserting graphics in workbook are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Document
Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Analyze spreadsheet data.

### PERFORMANCE CRITERIA

Spreadsheet data is analyzed according to instructions and company policy and procedures.

Spreadsheet data analysis is error free.

Time required to complete the skill varies depending on size and complexity of analysis performed.

Example: Given a desired monthly payment and time frame, the interest rate is calculated within five minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access spreadsheet software.
3. Open workbook.
4. Perform the following functions as needed.
   a. Use "formula auditing" function.
   b. Create pivot tables.
   c. Use the "goal seek" function.
   d. Use "solver" function.
   e. Use "auto filtering" function.
5. Save document per instructions.
6. Spell check and proofread document.
7. Print preview document and make necessary revisions.
8. Save document per instructions.
9. Close file.
10. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Spreadsheet data is analyzed.

### PROCESS

All performance elements for analyzing spreadsheet data are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# USE COLLABORATION TOOLS IN DOCUMENT.

IL.03.BAS.IT/EUA.19

**SPREADSHEET**

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

- Document
- Instructions
- Reference materials and/or online resources
- Computer/printer
- Appropriate software
- Company policy and procedures

### WORK TO BE PERFORMED

Use collaboration tools in document.

### PERFORMANCE CRITERIA

Collaboration tools are used in document according to instructions and company policy and procedures.

Document is error free.

Time required to complete the skill varies depending on extent and complexity of collaboration.

Example: Three to five editorial comments in a document are inserted within five minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access spreadsheet software.
3. Open document.
4. Identify potential changes/revisions.
5. Use the following collaboration tools as needed.
   a. Insert comments.
   b. Apply workbook protection.
   c. Apply file passwords.
   d. Track changes.
   e. Accept/reject changes.
   f. Merge workbooks.
6. Save document per instructions.
7. Spell check and proofread document.
8. Print preview document and make necessary revisions.
9. Save document per instructions.
10. Close file.
11. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Collaboration tools are used in document.

### PROCESS

All performance elements for using collaboration tools in document are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# CREATE DATABASE TABLES.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Create database tables.

### PERFORMANCE CRITERIA

Database tables are created according to instructions and company policy and procedures.

Database tables are error free.

Time required to complete the skill varies depending on size and complexity of database tables.

Example: A database table with ten fields is created within ten minutes. Ten records are entered into a table within ten minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access database software.
3. Create new database file.
4. Specify field names and data types.
5. Select "primary key" if desired.
6. Specify changes to default field settings if necessary.
7. Save and name the table.
8. Enter records.
9. Proofread table.
10. Print preview table and make necessary revisions.
11. Save table per instructions.
12. Create additional table, if necessary, following steps 4-11.
13. Close table.
14. Close database file.
15. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Database tables are created.

### PROCESS

All performance elements for creating database tables are critical and must be performed in sequence.

# CREATE DATABASE FORMS FOR DATA ENTRY.



## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

- Database file
- Instructions
- Reference materials and/or online resources
- Computer/printer
- Appropriate software
- Company policy and procedures

### WORK TO BE PERFORMED

Create database forms for data entry.

### PERFORMANCE CRITERIA

Database forms for data entry are created according to instructions and company policy and procedures.

Database forms for data entry are error free.

Time required to complete the skill varies depending on size and complexity of database forms.

Example: A database form with ten fields is created within ten minutes. Ten records are entered within ten minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access database software.
3. Open database.
4. Select table or query from which form will be created.
5. Select fields to include on form.
6. Choose form layout and style.
7. Save and name form.
8. Enter records.
9. Proofread form.
10. Switch between design view and form view to make revisions, if necessary.
11. Save form per instructions.
12. Create additional form, if necessary, following steps 4-11.
13. Close form.
14. Close database file.
15. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Database forms for data entry are created.

### PROCESS

All performance elements for creating database forms for data entry are critical and must be performed in sequence.

# CREATE DATABASE QUERIES.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Database file
Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Create database queries.

### PERFORMANCE CRITERIA

Database queries are created according to instructions and company policy and procedures.

Database queries are error free.

Time required to complete the skill varies depending on complexity of database queries.

Example: A database query specifying criteria from two tables is created and sorted within ten minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access database software.
3. Open database.
4. Select table(s) or query(ies) from which query will be created.
5. Select fields to include in query.
6. Specify query and sort criteria.
7. Run query.
8. Save and name query per instructions.
9. Proofread query results and make necessary revisions.
10. Save query per instructions.
11. Create additional queries, if necessary, following steps 4-10.
12. Close query.
13. Close database file.
14. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Database queries are created.

### PROCESS

All performance elements for creating database queries are critical and must be performed in sequence.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Database file
Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Create database reports.

### PERFORMANCE CRITERIA

Database reports are created according to instructions and company policy and procedures.

Database report is error free.

Time required to complete the skill varies depending on length and complexity of report.

Example: Using the report wizard, a report displaying five fields can be created within ten minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access database software.
3. Open database.
4. Create report using wizards or design view.
   a. Select table(s) or query(ies) from which report will be based.
   b. Select fields to include in report.
   c. Add any grouping or sorting.
   d. Select report layout and orientation.
   e. Select style of report.
   f. Provide name for report.
5. Modify the report design if desired.
   a. Move and resize a report control.
   b. Modify report properties.
   c. Add controls.
   d. Use calculated controls.
   e. Use report sections.
6. Save report per instructions.
7. Proofread report.

8. Switch to design view and make revisions if necessary.
9. Save report per instructions.
10. Create additional reports, if necessary; following steps 4-9.
11. Close database file.
12. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Database reports are created.

### PROCESS

All performance elements for creating database reports are critical and must be performed in sequence.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

- Database file
- Instructions
- Reference materials and/or online resources
- Computer/printer
- Appropriate software
- Company policy and procedures

### WORK TO BE PERFORMED

Organize database information.

### PERFORMANCE CRITERIA

Database information is organized according to instructions and company policy and procedures.

Database information is organized without error.

Time required to complete the skill varies depending on size and complexity of database.

Example: Records in a database table containing 100 records are located within three minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access database software.
3. Open database.
4. Perform the following functions as needed.
   a. Open database objects.
   b. Switch between views.
   c. Find records.
   d. Delete records.
   e. Sort records.
   f. Print database objects.
5. Close database file.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Database information is organized.

### PROCESS

All performance elements for organizing database information are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Document
Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Ensure database integrity.

### PERFORMANCE CRITERIA

Database integrity is ensured according to instructions and company policy and procedures.

Database integrity is ensured without error.

Time required to complete the skill varies depending on size and complexity of database.

Example: Relationships between tables can be created within five minutes.

## PERFORMANCE ELEMENTS

1. Access database software.
2. Open file.
3. Use the following methods to ensure database integrity.
   a. Establish relationships between tables.
   b. Enforce referential integrity.
   c. Print database relationships.
   d. Back up and restore database.
   e. Compact and repair database.
4. Save database object per instructions.
5. Close file.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Database integrity is ensured.

### PROCESS

All performance elements for ensuring database integrity are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# CREATE PRESENTATION.

**PRESENTATION**

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

- Instructions
- Reference materials and/or online resources
- Computer/printer
- Appropriate software
- Company policy and procedures

### WORK TO BE PERFORMED

Create presentation.

### PERFORMANCE CRITERIA

Presentation is created according to instructions and company policy and procedures.

Presentation is error free.

Time required to complete the skill varies depending on length and complexity of presentation.

Example: A six-slide presentation is created and formatted within 15 minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access presentation software.
3. Open new document window.
4. Select design template.
5. Choose slide layout.
6. Insert appropriate elements (e.g., text, graphics, etc.).
7. Continue inserting new slides and appropriate elements until presentation is complete.
8. Insert headers and footers.
9. Save document per instructions.
10. Spell check and proofread document.
11. View presentation and make necessary revisions.
12. Save document per instructions.
13. Close file.
14. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Presentation is created.

### PROCESS

All performance elements for creating a presentation are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Document
Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Modify presentation.

### PERFORMANCE CRITERIA

Presentation is modified according to instructions and company policy and procedures.

Time required to complete the skill varies depending on type and complexity of modifications.

Example: The order of two slides is changed within one minute.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access presentation software.
3. Open presentation.
4. Perform the following functions as needed.
   a. Revise slide text.
   b. Change order of slides.
   c. Find and replace text.
   d. Modify slide master.
   e. Apply design template.
   f. Find and replace text fonts.
   g. Change text alignment.
   h. Copy text formatting.
   i. Promote/demote slide text.
5. Save document per instructions.
6. Spell check and proofread document.
7. View presentation and make necessary revisions.
8. Save document per instructions.
9. Close file.
10. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Presentation is modified.

### PROCESS

All performance elements for modifying presentation are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# ADD VISUAL ELEMENTS TO PRESENTATION.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Presentation
Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Add visual elements to presentation.

### PERFORMANCE CRITERIA

Visual elements are added to presentation according to instructions and company policy and procedures.

Visual elements are added to presentation without error.

Time required to complete the skill varies depending on number and complexity of visual elements.

Example: Transitions are added to six slides within five minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access presentation software.
3. Open presentation.
4. Perform the following functions as needed.
   a. Create text box.
   b. Add pictures or objects to slide.
   c. Group or ungroup shapes.
   d. Add text to graphics object.
   e. Scale and size object.
   f. Create tables on slide.
   g. Rotate and fill object.
   h. Add numbers or bullets.
   i. Add slide transitions.
   j. Animate text and objects.
   k. Add sound elements.
5. Save document per instructions.
6. Spell check and proofread document.

7. View presentation and make necessary revisions.
8. Save document per instructions.
9. Close file.
10. Distribute final document as directed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Visual elements are added to presentation.

### PROCESS

All performance elements for adding visual elements to presentation are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# CREATE PRESENTATION OUTPUT.



## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

- Document
- Instructions
- Reference materials and/or online resources
- Computer/printer
- Appropriate software
- Company policy and procedures

### WORK TO BE PERFORMED

Create presentation output.

### PERFORMANCE CRITERIA

Presentation output is created according to instructions and company policy and procedures.

Presentation output is created without error.

Time required to complete the skill varies depending on length of presentation and type of output.

Example: A ten-slide presentation is published as a web page within ten minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access presentation software.
3. Open document.
4. Perform the following functions as needed.
   a. Preview presentation in black and white.
   b. Print slides in variety of formats.
   c. Print audience handouts.
   d. Create speaker notes.
   e. Use onscreen navigation tools.
   f. Publish presentation to web.
   g. Send presentation via electronic mail.
5. Close file.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Presentation output is created.

### PROCESS

All performance elements for creating presentation output are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Electronic messages
Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Manage electronic messages.

### PERFORMANCE CRITERIA

Electronic messages are managed according to instructions and company policy and procedures.

Electronic messages are managed without error.

Time required to complete the skill varies depending on type of management task.

Example: Electronic mail messages are sorted by date within two minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Open information management software.
3. Perform the following functions as needed.
   a. Create or delete folders.
   b. Create and send electronic mail.
   c. Utilize "cc" and "bcc" notations appropriately.
   d. Forward, reply, reply to all, etc.
   e. Find messages.
   f. Sort, save or archive mail.
   g. Delete messages.
   h. Accept or reject appointment messages.
   i. Change viewing message options.
   j. Open attachments utilizing virus-scanning software.
   k. Print electronic messages.
4. Verify that mail management task was performed as instructed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Electronic messages are managed.

### PROCESS

All performance elements for managing electronic messages are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Manage electronic calendar.

### PERFORMANCE CRITERIA

Electronic calendar is managed according to instructions and company policy and procedures.

Electronic calendar is managed without error.

Time required to complete the skill varies depending on complexity of calendar management.

Example: A recurring appointment can be scheduled within two minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Open information management software.
3. Perform the following functions as needed.
   a. Navigate within calendar.
   b. Schedule events on calendar.
   c. Schedule recurring appointments on calendar.
   d. Schedule meetings on calendar.
   e. Add/remove meeting attendees to/from calendar.
   f. Grant permission to others to maintain calendar.
   g. Search free time of other users.
   h. Schedule office resources (e.g., rooms, equipment, etc.) on calendar.
   i. Print calendar.
4. Check to see that electronic calendar management task has been performed as instructed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Electronic calendar is managed.

### PROCESS

All performance elements for managing electronic calendar are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Manage electronic address book.

### PERFORMANCE CRITERIA

Electronic address book is managed according to instructions and company policy and procedures.

Electronic address book is managed without error.

Time required to complete the skill varies depending on type of address book management.

Example: A contact with ten fields is added to the address book within five minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Open information management software.
3. Perform the following functions as needed.
   a. Create, edit and delete contacts.
   b. Sort contacts using fields.
   c. Create group distribution list.
   d. Print contact information.
4. Check to see that address book task has been performed as instructed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Electronic address book is managed.

### PROCESS

All performance elements for managing electronic address book are critical.
Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

# MANAGE ELECTRONIC TASKS.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Manage electronic tasks.

### PERFORMANCE CRITERIA

Electronic tasks are managed according to instructions and company policy and procedures.

Electronic tasks are managed without error.

Time required to complete the skill is 2-3 minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Open information management software.
3. Perform the following functions as needed.
   a. Create tasks.
   b. Accept and decline tasks.
   c. Forward tasks to others.
4. Verify that electronic task was managed as instructed.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Electronic tasks are managed.

### PROCESS

All performance elements for managing electronic tasks are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Personal digital assistant
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Hot synch personal digital assistant.

### PERFORMANCE CRITERIA

Personal digital assistant is hot synched according to instructions and company policy and procedures.

Personal digital assistant is hot synched without error.

Time required to complete the skill is five minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Connect personal digital assistant to computer.
3. Activate hot synch feature.
4. Specify hot synch preferences.
5. View contents of personal digital assistant and computer to verify that contents have been synched.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Personal digital assistant is hot synched.

### PROCESS

All performance elements for hot synching personal digital assistant are critical and must be performed in sequence.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Navigate internet/intranet.

### PERFORMANCE CRITERIA

Internet/intranet is navigated according to instructions and company policy and procedures.

Internet/intranet is navigated without error.

Time required to complete the skill varies depending on tasks performed.

Example: Specific website is navigated to and added to favorites list within two minutes.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access browser software.
3. Perform the following functions as needed.
   a. Navigate to web address.
   b. Add/remove web addresses to/from list of favorites.
   c. Search web.
   d. View history of web sites visited.
   e. Set default home page.
   f. Use back/forward buttons and lists.
   g. Download files.
   h. Print web site contents.
   i. Forward web site link.
4. Close browser when finished.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Internet/intranet is navigated.

### PROCESS

All performance elements for navigating internet/intranet are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

## SKILL STANDARD

### CONDITIONS OF PERFORMANCE

**Given the following:**

Instructions
Reference materials and/or online resources
Computer/printer
Appropriate software
Company policy and procedures

### WORK TO BE PERFORMED

Manage files and folders.

### PERFORMANCE CRITERIA

Files and folders are managed according to instructions and company policy and procedures.

Files and folders are managed without error.

Time required to complete the skill varies depending on task performed and computer hardware.

Example: Folder is created within one minute.

## PERFORMANCE ELEMENTS

1. Review instructions.
2. Access file management software.
3. Perform the following functions as required.
   a. View contents of drive or folder.
   b. Maintain (e.g., create, copy, delete, move, rename, etc.) files and folders.
   c. Make backup disks, tapes or compact discs.
   d. Find file or folder.
   e. Save document with new name or location using "save as" feature.
   f. Restore deleted file or folder.
   g. Empty recycle bin.
   h. Format disk.
   i. Scan computer contents for viruses.
   j. Create shortcut to file, folder or application.
   k. View and/or change file attributes.
   l. Defragment the drive.
   m. Run scandisk on drive.
4. Close file management software when finished.

## PERFORMANCE ASSESSMENT CRITERIA

### PRODUCT

Files and folders are managed.

### PROCESS

All performance elements for managing files and folders are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

| | |
|---|---|
| **Analyze** | Feature that uses spreadsheet tools when working with formulas. Analysis tools perform such functions as auditing formulas for errors or searching for an unknown value when other values are provided. |
| **Collaboration tools** | Software features that facilitate the process of sharing information among workgroup members. |
| **Database form** | Database object that provides an easy-to-use data entry screen that generally displays one record at a time. |
| **Database integrity** | Rules that preserve accuracy of the data in a database. |
| **Defragment** | Consolidate existing files and free space into a continuous group of sectors on a drive or disk. "Defragging" results in improved computer performance. |
| **Desktop Information Management** | Category of software used to send and receive electronic mail, schedule events and meetings, create to-do lists and manage address book. |
| **Distribute** | Circulate file as instructed to intended recipients; includes faxing, electronic mailing, printing and photocopying. |
| **Download** | Transfer data from one computer and/or location to another. |
| **Edits** | Revisions to a document. |
| **Electronic Tasks** | Electronic assignment or delegation of projects to be completed. |
| **General/Multiapplications** | Classification of skills that span several types of software applications. |
| **Graphics Object** | Includes bitmapped images, scanned pictures, photographs, charts and clip art as well as drawn pictures created from lines, curves, rectangles and other objects. |
| **Hot Synch** | Process of transferring data such as an address book or calendar to/from a computer to/from a handheld computing device. |
| **Instructions** | Directions provided regarding the completion of a task. |
| **Integrate** | Combine data from more than one file; typically involving more than one type of application. |
| **Intranet** | An internal computer network that is used by a group of people such as employees in a company's office. |

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| **Macro** | Series of commands and instructions that are grouped together as a single command to accomplish a task automatically. |
| **Personal software settings** | Software values that can be customized from their initial or default settings to accommodate preferences of individual users. |
| **Presentation output** | Final form of a slide show which includes slides, handouts, notes or outline. |
| **Query** | A database object which provides the user with a subset of matching fields and/or records. Queries are created when the user asks a "question" about the data in the database. |
| **Relationships** | Links between tables that indicate how the data in those tables are related. Relationships help to ensure accuracy and validity in data. |
| **Table structure** | Number of columns and rows in a word processing table. |
| **Template** | Preformatted document that contains placeholder text you can replace with your own text to automate document preparation. |
| **Visual elements** | Enhancements to a presentation slide including graphics objects, text, animation, sound, transitions, tables, bullets or numbers. |
| **Wizard** | Interactive set of dialog boxes that guides you step-by-step through completion of a task. |
| **Workbook** | A collection of related worksheets contained within a single spreadsheet file. |
| **Worksheet** | Electronic spreadsheet which is stored in a workbook. |

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| **Academic Skills** | Skills (and related knowledge) contained in the subject areas and disciplines addressed in most national and state educational standards, including English, mathematics, science, etc. |
| **Assessment** | A process of measuring performance against a set of standards through examinations, practical tests, performance observations and/or the completion of work portfolios. |
| **Content Standard** | A specification of what someone should know or be able to do to successfully perform a work activity or demonstrate a skill. |
| **Critical Work Functions** | Distinct and economically meaningful sets of work activities critical to a work process or business unit which are performed to achieve a given work objective with work outputs that have definable performance criteria. A critical work function has three major components:<br>• **Conditions of Performance:** The information, tools, equipment and other resources provided to a person for a work performance.<br>• **Work to Be Performed:** A description of the work to be performed.<br>• **Performance Criteria:** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance, etc.), process or procedure requirements (e.g., safety, standard professional procedures, etc.) and time and resource requirements. The IOSSCC requires that these performance criteria be further specified by more detailed individual performance elements and assessment criteria. |
| **Credentialing** | The provision of a certificate or award to an individual indicating the attainment of a designated set of knowledge and skills and/or the demonstration of a set of critical work functions for an industry/occupational area. |
| **Illinois Occupational Skill Standards and Credentialing Council (IOSSCC)** | Legislated body representing business and industry which establishes skill standards criteria, endorses final products approved by the industry subcouncil and standards development committee and assists in marketing and dissemination of occupational skill standards. |
| **Industry** | Type of economic activity, or product or service produced or provided in a physical location (employer establishment). They are usually defined in terms of the Standard Industrial Classification (SIC) system. |

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| **Industry Subcouncil** | Representatives from business/industry and education responsible for identifying and prioritizing occupations for which occupational performance skill standards are adapted, adopted or developed. They establish standards development committees and submit developed skill standards to the IOSSCC for endorsement. They design marketing plans and promote endorsed skill standards across the industry. |
| **Knowledge** | Understanding the facts, principles, processes, methods and techniques related to a particular subject area, occupation or industry. |
| **Occupation** | A group or cluster of jobs, sharing a common set of work functions and tasks, work products/services and/or worker characteristics. Occupations are generally defined in terms of a national classification system including the Standard Occupational Classification (SOC), Occupational Employment Statistics (OES) and the Dictionary of Occupational Titles (DOT). |
| **Occupational Cluster** | Grouping of occupations from one or more industries that share common skill requirements. |
| **Occupational Skill Standards** | Specifications of content and performance standards for critical work functions or activities and the underlying academic, workplace and occupational knowledge and skills needed for an occupation or an industry/occupational area. |
| **Occupational Skills** | Technical skills (and related knowledge) required to perform the work functions and activities within an occupation. |
| **Performance Standard** | A specification of the criteria used to judge the successful performance of a work activity or the demonstration of a skill. |
| **Product Developer** | Individual contracted to work with the standard development committee, state liaison, industry subcouncil and IOSSCC for the adaptation, adoption or development of skill standards content. |
| **Reliability** | The degree of precision or error in an assessment system so repeated measurements yield consistent results. |
| **Skill** | A combination of perceptual, motor, manual, intellectual and social abilities used to perform a work activity. |
| **Skill Standard** | Statement that specifies the knowledge and competencies required to perform successfully in the workplace. |

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| **Standards Development Committee** | Incumbent workers, supervisors and human resource persons within the industry who perform the skills for which standards are being developed. Secondary and postsecondary educators are also represented on the committee. They identify and verify occupational skill standards and assessment mechanisms and recommend products to the industry subcouncil for approval. |
| **State Liaison** | Individual responsible for communicating information among all parties (e.g., IOSSCC, subcouncil, standard development committee, product developer, project director, etc.) in skill standard development. |
| **Third-Party Assessment** | An assessment system in which an industry-designated organization (other than the training provider) administers and controls the assessment process to ensure objectivity and consistency. The training provider could be directly involved in the assessment process under the direction and control of a third-party organization. |
| **Validity** | The degree of correspondence between performance in the assessment system and job performance. |
| **Workplace Skills** | The generic skills essential to seeking, obtaining, keeping and advancing in any job. These skills are related to the performance of critical work functions across a wide variety of industries and occupations including problem solving, leadership, teamwork, etc. |

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|---|---|
| **Margaret Blackshere** | AFL-CIO |
| **Judith Hale** | Hale Associates |
| **Terry Hoyland** | Caterpillar University<br>Caterpillar, Inc. |
| **Michael O'Neill** | Chicago Building Trades Council |
| **Janet Payne** | United Samaritans Medical Center |
| **Gene Rupnik** | Rupnik Hospitality |
| **Jim Schultz** | Illinois Retail Merchants Association<br>Walgreen Company |

## APPENDIX D

## BUSINESS AND ADMINISTRATIVE SERVICES SUBCOUNCIL

| | |
|---|---|
| **Barbara Abrahamson** | Field Service Director<br>Illinois Federation of Teachers #801 |
| **Gail Bahar** | Vice President<br>Seaway National Bank |
| **Dale T. Chapman** | President<br>Lewis & Clark Community College |
| **John P. Coffey** | Senior Vice-President<br>State Farm Insurance |
| **Bob Ernest** | Vice-President Human Resources<br>Blue Cross & Blue Shield of Illinois |
| **Darlene Furst** | Subcouncil Chair<br>President, Furst Staffing Services |
| **Ethel Holladay** | Illinois Business Education Association<br>DuQuoin High School |
| **Karen Keasler** | Business Division Chairperson<br>Southeastern Illinois College |
| **Jeanette Lipe** | President<br>HR Solutions, Inc. |
| **Wanda Liptow** | Vice-President & Manager of Human Relations<br>AMCORE Bank N.A., Rockford |
| **Dorothy Ragsdale** | Director<br>American Library Association |
| **William Setterstrom** | Senior Vice-President, Human Resources<br>The Northern Trust Company |
| **Nan Thaler** | Director of Organizational Development<br>Memorial Health Systems |
| **Debra Larson** | State Liaison<br>Illinois State Board of Education |

## APPENDIX E

## INFORMATION TECHNOLOGY END USER APPLICATIONS STANDARDS DEVELOPMENT COMMITTEE

| | |
|---|---|
| **Ruthann Boner** | CWLP<br>Springfield, IL |
| **Diana Cranick** | VA Medical Center<br>Marion, IL |
| **Julia Hellmann** | Elgin Community College<br>Elgin, IL |
| **Pat Horvitz** | Woodruff High School<br>Peoria, IL |
| **Kim Kohlmeyer** | Sears, Roebuck and Co.<br>Hoffman Estates, IL |
| **Jennifer Melton** | Unisys<br>Fairview Heights, IL |
| **Tammy Rickhoff** | Unisys<br>Fairview Heights, IL |
| **Judy Seifert** | Arthur J. Gallagher & Company<br>Itasca, IL |
| **Sharon Stout** | Caterpillar University<br>East Peoria, IL |
| **Carol Timms** | Educational Dividends<br>Champaign, IL |
| **Eric Wiant** | Dept. of Agriculture Bureau of Computer Services<br>Springfield, IL |
| **Linda Hefferin, PhD.** | Product Developer<br>Elgin Community College |
| **Debra Larson** | State Liaison<br>Illinois State Board of Education |

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|---|---|
| **A. Developing an Employment Plan** | 1. Match interests to employment area.<br>2. Match aptitudes to employment area.<br>3. Identify short-term work goals.<br>4. Match attitudes to job area.<br>5. Match personality type to job area.<br>6. Match physical capabilities to job area.<br>7. Identify career information from counseling sources.<br>8. Demonstrate a drug-free status. |
| **B. Seeking and Applying for Employment Opportunities** | 1. Locate employment opportunities.<br>2. Identify job requirements.<br>3. Locate resources for finding employment.<br>4. Prepare a resume.<br>5. Prepare for job interview.<br>6. Identify conditions for employment.<br>7. Evaluate job opportunities.<br>8. Identify steps in applying for a job.<br>9. Write job application letter.<br>10. Write interview follow-up letter.<br>11. Complete job application form.<br>12. Identify attire for job interview. |
| **C. Accepting Employment** | 1. Apply for social security number.<br>2. Complete state and federal tax forms.<br>3. Accept or reject employment offer.<br>4. Complete employee's Withholding Allowance Certificate Form W-4. |
| **D. Communicating on the Job** | 1. Communicate orally with others.<br>2. Use telephone etiquette.<br>3. Interpret the use of body language.<br>4. Prepare written communication.<br>5. Follow written directions.<br>6. Ask questions about tasks. |
| **E. Interpreting the Economics of Work** | 1. Identify the role of business in the economic system.<br>2. Describe responsibilities of employee.<br>3. Describe responsibilities of employer or management.<br>4. Investigate opportunities and options for business ownership.<br>5. Assess entrepreneurship skills. |
| **F. Maintaining Professionalism** | 1. Participate in employment orientation.<br>2. Assess business image, products and/or services.<br>3. Identify positive behavior.<br>4. Identify company dress and appearance standards.<br>5. Participate in meetings in a positive and constructive manner.<br>6. Identify work-related terminology.<br>7. Identify how to treat people with respect. |

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| **G. Adapting to and Coping with Change** | 1. Identify elements of job transition.<br>2. Formulate a transition plan.<br>3. Identify implementation procedures for a transition plan.<br>4. Evaluate the transition plan.<br>5. Exhibit ability to handle stress.<br>6. Recognize need to change or quit a job.<br>7. Write a letter of resignation. |
| **H. Solving Problems and Critical Thinking** | 1. Identify the problem.<br>2. Clarify purposes and goals.<br>3. Identify solutions to a problem and their impact.<br>4. Employ reasoning skills.<br>5. Evaluate options.<br>6. Set priorities.<br>7. Select and implement a solution to a problem.<br>8. Evaluate results of implemented option.<br>9. Organize workloads.<br>10. Assess employer and employee responsibility in solving a problem. |
| **I. Maintaining a Safe and Healthy Work Environment** | 1. Identify safety and health rules/procedures.<br>2. Demonstrate the knowledge of equipment in the workplace.<br>3. Identify conservation and environmental practices and policies.<br>4. Act during emergencies.<br>5. Maintain work area.<br>6. Identify hazardous substances in the workplace. |
| **J. Demonstrating Work Ethics and Behavior** | 1. Identify established rules, regulations and policies.<br>2. Practice cost effectiveness.<br>3. Practice time management.<br>4. Assume responsibility for decisions and actions.<br>5. Exhibit pride.<br>6. Display initiative.<br>7. Display assertiveness.<br>8. Demonstrate a willingness to learn.<br>9. Identify the value of maintaining regular attendance.<br>10. Apply ethical reasoning. |
| **K. Demonstrating Technological Literacy** | 1. Demonstrate basic keyboarding skills.<br>2. Demonstrate basic knowledge of computing.<br>3. Recognize impact of technological changes on tasks and people. |
| **L. Maintaining Interpersonal Relationships** | 1. Value individual diversity.<br>2. Respond to praise or criticism.<br>3. Provide constructive praise or criticism.<br>4. Channel and control emotional reactions.<br>5. Resolve conflicts.<br>6. Display a positive attitude.<br>7. Identify and react to sexual intimidation/harassment. |
| **M. Demonstrating Teamwork** | 1. Identify style of leadership used in teamwork.<br>2. Match team member skills and group activity.<br>3. Work with team members.<br>4. Complete a team task.<br>5. Evaluate outcomes. |

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